DOCUMENT RESUME

ED 263 810 HE 018 852

AUTHOR Johnson, James A., Jr.
TITLE Reducing the Discrepancy between Actual and Optimum Program Enrollment Levels.
PUB DATE Apr 85
NOTE 101p.; Master's Degree Practicum Report, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Administrative Change; College Administration; College Admission; College Applicants; *Computer Oriented Programs; *Data Collection; Doctoral Programs; Enrollment Trends; Graduate Students; Higher Education; Information Retrieval; Information Storage; *Management Information Systems; Marketing; Program Administration; *Student Recruitment

ABSTRACT

A computer application was designed to facilitate the management of inquiries about admission to a doctoral program for school administrators. The application makes possible the storage, accession, and manipulation of applicant data and information for marketing and recruitment purposes. The application was needed because inquiries were being managed unsystematically, possibly resulting in a 39.5 percent discrepancy between actual and optimum program enrollment levels. While the program's enrollment capacity was 960 students in April 1984, there were 581 students enrolled. As of April 1985, the actual enrollment was 601; the discrepancy between desired and actual enrollments had been reduced to 37.3 percent. Additional outcomes of the intervention included the following: (1) competence in using the computer file was achieved by program assistants and auxilliary staff; and (2) the university's information and retrieval service and another university center adopted the application. The following aspects of the intervention strategy are discussed: file design, file utilization, and inquiry management. Extensive appendices include: pre- and post-application utilization enrollment data; descriptors used in the search of the literature; two types of printouts; minutes, agenda, and memoranda; and April 1985 enrollment data. (SW)

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REDUCING THE DISCREPANCY BETWEEN ACTUAL AND OPTIMUM PROGRAM ENROLLMENT LEVELS

by

JAMES A. JOHNSON, JR., Ph.D.

A Practicum Report
submitted to the Faculty of the Center for Advancement of Education of Nova University in partial fulfillment of the requirements for the degree of Master of Science.

APRIL 1985

HE018852

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ABSTRACT

Reducing the Discrepancy Between Actual and Optimum Program Enrollment Levels.

Johnson, Jr. James A., 1985: Practicum Report, Nova University, Center for the Advancement of Education
Descriptors: Administrative Change/Admissions (School)/Computer Oriented Programs/Computer Programs/College Administration/Data Collection/Data Processing/Decision Making/Economic Factors/Filing/Higher Education/Information Processing/Information Retrieval/Information Storage/Man Machine Systems/Management Information Systems/Methods/Organization/Program Development/Programming/Recordkeeping/Staff Utilization/System Development

The author conceived of, developed and implemented a computer application designed to facilitate the management of inquiries about admission to a doctoral program for school administrators. The purpose of the application was to make it possible to store, access and manipulate prospective student-specific data and information for marketing and recruitment purposes. The application was needed because inquiries were being managed unsystematically and it was believed that the lack of systematic inquiry management was contributing to a 39.5 percent discrepancy between actual and optimum program enrollment levels. The author's objective was to reduce that discrepancy from 39.5 percent to 38.4 percent or 11.25 students during a ninety (90) day Implementation Period.

The development and implementation of the application was organized in three (3) components: File Design, File Utilization, and Inquiry Management. After a file was designed that satisfied members of a Committee on Specification Development and a Committee on Specifications Review, the author's two assistants and three (3) clerical staff persons were trained to input data to the file, make back-up diskettes, split and merge files, search for and update records, print hard copy, and delete unwanted records. Once competence was acquired, inquirer-specific information was inputted to the file. Records were then outputted in the form of hard copy. These records were used by the Program's Executive Director for marketing and recruitment purposes. At the conclusion of the Implementation Period the discrepancy had been reduced from 39.5 percent to 37.3 percent or by twenty students. The application is now being used for similar purposes by personnel in the University's Information Retrieval Service and in another university doctoral program. (Appendices include pre and post application utilization enrollment data, descriptors used in the search of the literature, two types of printouts, minutes, agenda, and memoranda in which, taken as a whole, the process by which the application developed and implemented is encapsulated; and, Program enrollment datum as of 1 April 1985.)

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Practicum Title REDUCING THE DISCREPANCY BETWEEN ACTUAL AND OPTIMUM PROGRAM ENROLLMENTS LEVELS

Student's Name JAMES A. JOHNSON, JR.

Program Site FORT LAUDERDALE Date APRIL 1985

Observer's Name DAVID FLIGHT David Flight
(please print and sign)

Observer's position Dir. of Pract., Nat. EdD Prog. for Ed. Execs.

REDUCING THE DISCREPANCY BETWEEN ACTUAL AND OPTIMUM PROGRAM ENROLLMENT LEVELS

I. PURPOSE

The author is the Director of Instruction in an external doctoral degree program for practicing school administrators. The overriding purpose of the Program is to improve the Nation's elementary and secondary schools. The strategy by which this is accomplished involves improving the leadership skills of the persons who are in leadership positions in the schools - school administrators. Once admitted to the Program, school administrators are taught to approach school improvement problems, systematically, and are provided opportunities to inform practice - given educational, social, political and economic theory. An equally important Program objective is to render participating school administrators less provincial.

The Program is organized around four (4) foci. Overall leadership is provided by the Program's Executive Director. Reporting directly to the Executive Director are the Directors of (a) the Information Retrieval Service, (b) Instruction and (c) Practicums. The author is the Director of Instruction.

The Director of Instruction is assisted by two assistants; and, he is responsible for four broad areas of responsibility: (1) delivering eight (8) study areas, (2) conceptualizing, planning and implementing Summer Institutes, (3) participating in solving institutional research and development problems, and (4) developing technical reports. The author also serves as an Associate National Lecturer in one of the Program's study areas: Research for Improving the Schools.

The aspect of the author's role at issue in this practicum was his participation in the solving of institutional research and development problems. Examples of the author's efforts in this area include giving leadership to the Program's involvement in an Educational Testing Service GRE Validity Study, using a Delphi process to produce a job description for Cluster Coordinators, developing instruments used by students (to whom we refer to as participants) to assess the performances of Cluster Coordinators and National Lecturers, participating in the design of strategies and instrumentation by which data necessary to a Southern Association of Colleges and Schools accreditation visit were collected; and, participating in the design of strategies and instrumentation for two national surveys of Program graduates.

The institutional research and development problem at issue had to do with Program enrollment. Program enrollment capacity is 960. This is the case because eight (8) study areas are delivered to Program participants organized in local Clusters and who receive intensive seminars on Saturdays. Because of the number of study areas (8) and the fact that there are only four (4) consistently available Saturdays, only thirty-two (32) Clusters of participants may be active at any one point in time. Since thirty (30) participants per Cluster is considered optimum, Program enrollment capacity (which is determined by multiplying the number of operating Clusters by the number of participants per Cluster) is 960. According to the Program's Admissions Records Supervisor, enrollment during 1984 ranged from 475 (in September) to 581 (in April). This is compared with an enrollment of 1005 students in our first group of thirty-two (32) Clusters and 925 stu-

dents in our second group of twenty-nine (29) Clusters. This being the case, one must conclude that Program enrollment was at approximately sixty (60) percent of capacity. Enrollment data for three 1984 points in time are provided in Appendix A.

Further, the Program's Admissions Records Supervisor estimated receipt of approximately one hundred (100) inquiries about admission to the Program per month. Lists of names of prospective students are also received, periodically, from Cluster Coordinators and prospective Coordinators. These inquiries and lists constitute a primary pool of prospective students. When it was realized that each inquiry required multiple responses, the order of magnitude of the problem was appreciated.

Several efforts to address this problem had been made. These included marketing national and regional Cluster programs and hiring auxiliary part-time staff to assist with recruitment functions. These efforts had made no appreciable difference in the number of participants recruited into the Program. Informal discussions with the Program's Executive Director and other staff suggested the following reasons for this failure to address, positively, this problem. They included:

1. the reality that recruitment was the responsibility of the Executive Director and staff and that this function could not be delegated to part-time staff whose understanding of, and stake in the Program was less than that which would seem required to carry out, successfully, this function,

2. the Executive Director in his oversight role had, essentially, been carrying out the recruitment function because when the part-time persons were not at their desks, he found himself required to keep things from "falling through the cracks,"
3. the Program's recruitment strategy was complex, involving many persons (Coordinators, graduates, state officials, etc.) and required that someone be "in charge" of all pieces of the strategy. The part-time persons tended to be myopic (focusing on a small facet of the larger strategy),
4. prospective participant-specific data were available in various forms and in various files. However, with approximately one hundred (100) inquiries requiring multiple responses per month, it had become impossible for staff to stay abreast of the status of each potential participant accesing and manipulating information manually; and,
5. some staff members felt that recruitment was not their problem, but an administrative one.

The Program's Executive Director had directed staff to make a more systematic response to inquiries so that he would be able to access and manipulate prospective student-specific data and information for marketing and recruitment purposes. It was believed that such a systematic response would result in a meaningful reduction in the gap between desired and actual enrollments. Clearly, the extent to which prospective participant-specific data and information was

accessible and manipulable was not the only explanation for this discrepancy. However, it was one over which we could exert control if we took appropriate action.

As previously stated, the Program's enrollment capacity is 960 students and in April of 1984 there were 581 students enrolled. This being the case, it seemed reasonable that this discrepancy could be reduced by an appropriate intervention, given time. From the "Summer and CED Practicums in South Florida" model provided in the Practicums Manual, the writer concluded that an implementation period of approximately ninety (90) days was acceptable to the Institution. Using that standard, the question arose as to the magnitude of an acceptable reduction in the discrepancy that one could be expected to effect in that time frame. Given the April 1983 discrepancy between actual and desired enrollments of 379 participants (39.5%) and given the long duration of this discrepancy, it seemed that even a small reduction in the discrepancy would be judged meaningful by reasonable persons. For example, a reduction in the discrepancy of 1 percent each month over a period of three (3) months would reduce the April 1983 discrepancy by 11.25 students. That would mean that a discrepancy of 39.5 percent would have been reduced to a discrepancy of 38.4 percent. However, since tuition was $3400 per year and since the model participant would pay tuition for four (4) years, each participant could be expected to pay tuition in the amount of $13,600. A reduction in the discrepancy of 1 percent each month over a period of three (3) months, then, would represent $153,000 in additional Program income.

If one assumed that the implemented solution strategy would continue to reduce the discrepancy at the rate of 1 percent per month, for a period of one (1) year subsequent to the proposed three (3) month practicum implementation period the discrepancy would be reduced by an additional 41.76 students. While this would continue to mean that the Program was operating at a level less than (33.9 percent of) capacity, it would also represent an additional $567,936 in Program income over a period of four (4) years.

It was in this context that the proposed discrepancy reduction action was stated in terms of the following operational objective:

> During the period 1 January through 31 March 1985 the process by which inquiries about being admitted to the Program are managed will be computerized. As a result of this intervention, the discrepancy between actual and optimum enrollment levels will be reduced from 39.5 to 38.4 percent. Actual enrollment on 1 April 1985 will be provided by the Program's Admissions Records Supervisor.

The purpose of this practicum, then, was to find some way in which contributions to a meaningful reduction in the existing discrepancy between actual and optimum Program enrollment could be made.

II. RESEARCH

In the context of already provided background, the problem at issue in this practicum was positioned as an old problem for which obvious efforts to solve it had not been fully adequate. In order to better understand this problem a review of the literature was carried out. The purposes of the review were (1) to get some idea of the extent to which others had attempted to solve similar problems, (2) to identify probable causes of similar problems, and (3) to report specifications of successful solutions.

The search was planned using The Thesaurus of ERIC Descriptors (10th Edition - 1984). Thirty-one (31) apparently appropriate descriptors were selected. The list of these descriptors appears in Appendix B. The search was carried out and yielded sixty-four (64) abstracts. Of those abstracts, seven (7) were found to be relevant to the three purposes of the search. It was found that similar problems addressed by others included problems associated with student records management, admissions data and information management, office practices, information management, and database retrieval.

It was also found that probable causes of this type of problem were identified in a masters thesis written by Keister (1978). His purpose was to "...make recommendations for the computerization of student records;" and, his premise was that "...accurate, comprehensive data and information are primary requisites for meaningful policy formulation and consistent planning..." Identified probable causes included a lack of space for record storage, clumsy retrieval methods, long waits for grades and credit hours, a lack of staff attention to record keeping, and costly and ineffective interim solutions.

Keister further defined record storage as insufficient space for proper student record storage, clumsy retrieval methods as clumsy student record retrieval methods, lack of staff time for attention to record keeping as record updating and modifications taking too long; and, other duties of staff (spread too thin) precluding the amount of attention warranted.

Objectives that can be more efficiently met through ready access to student information listed by Keister included:

1) assuring maintenance of academic quality,
2) preparing for accreditation,
3) improving program viability in terms of administrative faculty and student support,
4) determining whether administrative commitment to program development has been adequate,
5) providing evidence of accomplishment; and,
6) aiding in the reassessment of mission, policies, objectives, and goals, so that self-knowledge may be present for unified institutional functions.

Finally, Keister stresses that preparation is fundamental to utilization. "Central to proper use of available information," he writes, "is the presence of proper ground work for efforts in institutional, program, and individual review."

Some solution-specifications are provided in each of six (6) documents. These specifications are discussed below.

Eckholm (1983) described broad and "...general characteristics" or specifications that ought to be associated with "...a comprehensive student record system" construed as a solution. The characteristics

listed and discussed by him include "integrated," "cumulative," "historical," "responsive," "efficient," and "flexible."

In his discussion of the integrated characteristic he stressed that an "...integrated student record system" maintains common information in a central file. This is so that different users may use the same file. This practice "...reduces the amount of data being stored, makes information collected by one [user] available for use by other [users], and generally means that one correction will update the data for all offices."

The cumulative characteristic of comprehensive student record systems indicates the maintenance of "...all data on a student in one file" and the addition of "...only new information." Such a practice has the advantage of data (1) on specific students being accessible and stored in one file across time and (2) being subject to analysis in one location.

The historical (or perpetual) characteristic of such a system refers to the "...length of time that (one) keep(s) [a given] record on file." Three time frames (for storage) are suggested. However, principle criteria by which decisions about how long to maintain records: (a) the extent to which storage space is available and (b) the need to have the records accessible, are provided.

In his discussion of the responsive characteristic, Eckholm writes, "A responsive student record system will provide timely service and adapt to changes in user requirements." In other words, a responsive system will do what it is designed to do; but, it will also "...handle the unexpected and unusual."

His discussion of the efficient characteristic centers on data entry and retrieval. He stresses the need to apply the "...best combination of methods to each function." He further submits that a "... good system will support or will be capable of supporting the method of data processing that is the most efficient and cost effective for a specific operation."

The introduction of his discussion of the flexibility characteristic distinguishes between systems that do and do not become obsolete in the face of changing demands on them. Obsolescence may be obviated, according to the author, through the "...combination of generalized computer features and design considerations."

Eckholm concludes with the observation that the state-of-the-art student records system will incorporate varying combinations of these characteristics. However, he warns that the inclusion of any one characteristic should be "...preceded by a delineation of the features or characteristics" of the system desired.

A multi-campus on-line computerized admissions system characterized by the integration of data and word processing was discussed by Smith (1980). This integrated system was developed at the University of Massachusetts for the admissions offices, and was viewed by Smith as a "...new frontier" for management information systems. According to Smith, "...by using software packages for information retrieval and reports, the admissions user has increased responsibility and capabilities, thus eliminating the need for continuous computer systems personnel support." While the system establishes "...communication from point of initial inquiry until final enrollment," each "...Admissions division at the varying campus loca-

tions...retained its individual autonomy in the process." Smith views this application as facilitating the ability of admissions offices to take up and manipulate future responsibilities. "As institutions of higher education confront the challenges of maintaining enrollments and high quality education programs in the face of declining enrollments and smaller budgets due to inflation," he writes, "Admissions Offices will be vitally important to institutional planning, retention, recruitment, and marketing functions."

The objectives of the Admissions System include:

1. providing "...better control and access of data by the Admissions Offices,"
2. providing "...accurate and dependable management information,"
3. providing "...an Admissions System that is economical and efficient and a system capable of handling increased applicants without major system modifications",
4. providing "...a common file for all Admission Offices but giving each office its own autonomy and specifications,"
5. collecting "...data...for many uses and, once collected, not...duplicated but used by all offices;" and,
6. establishing "...a communication system from point of application to enrollment for each applicant."

Word process interface capabilities include "...accept and reject letters, departmental information letters, honors letters and other correspondence deemed appropriate." The process "...allows for an increased efficiency with minimal interface" and "...produces a high quality personized letter with internal codes from Admissions dictating the body or flexible portion of the letter." While the focus of this practicum was on inquiry management, the Smith (1980) report does indicate or represent opportunities to go further with the application.

Ko et al. (1982) described an interactive computerized retrieval program which was easy to use and maintain, located information from a general description of the information needed, required only a modest investment of time, and was widely acceptable. The program was conceived in the face of two problems: (1) staff was spending hours searching through files for a report, memo, or letter that they "...knew was there" and staff was burning "...the 'midnight oil' preparing report[s] and later discover[ing], quite by accident, that [the] files already contained a report [that] could have [been] used...if only [they] had known it was there." They report that their first "remedy" was "...of course, a new filing system, i.e. filing by content and data." They found that this did not solve the problem because:

1. such a system required filing documents that contained such a "...variety of information that they could easily be filed in several places;
2. such a system is "person dependent" and the "...judgment of the person looking may be

different from the judgment of the one filing...finding files is heavily dependent on human memory; and,

3. such a system has "...limited expandability and can require major restructuring if they (the titles) outgrow...alloted space."

These three limitations led to the realization that "...what was needed was not a filing system but rather a way of retrieving documents that would be indepependent of judgment, memory, and physical filing structure." The developed system, named INDEX, overcame these deficiencies in that it "(1) had no preconceived file structure, (2) had no prescribed output format; (3) had complete freedom in length and complexity of selection statements; (4) had a simple, easy-to-use syntax; (5) was interactive; and (6) was capable of quick changes and enhancements without 'red tape'."

A system that routinely provides data to a "...variety of individuals within the institution in such a manner that the operational goals of the institution are maximized" was described by Wager (1977). The specific institutions about which Wager is concerned are organizations "...which are not structured in hierarchical arrangements," and, "...do not lend themselves to centralized management information systems." Wager allows as to how institutions of higher education are included in that category as they are structured with a "...participative arrangement consisting of numerous responsibility centers."

Wager supports this assertion by citing a study in which it was found that "... academic administrators on the same management plane

and in the same organization required different information to plan and manage budgets." Since most centralized systems produce normative data, it does not seem unusual that administrators in need of situation specific data will "...create their own systems, at additional expense to the organization." Other tactics employed to compensate for information flows that do not meet their information needs include "...(1) increasing the size of their support staff, (2) adding more sophisticated office equipment, and (3) the development of an independent computer based information system."

Critical to the system described by Wager is the proposition that if "...an information continuum scale was used, the top levels of the organization would be concerned with information dealing with policy-making and planning the lower levels would be concerned with information regarding operational, day-to-day activities. The majority of the organization's components would be between these two extremes and would require a mix of 'operational'... and 'policy information.'"

Thus, the purpose of his system which he refers to as a hierarchical management information system (HMIS) is to provide "...decision-making as well as operational information to all groups of the institution in a timely and predictable manner."

This purpose is operationalized in terms of three goals:

(1) to "[r]educe the time delays involved with processing new information and retrieving existing information,"

(2) to "[i]nsure that the 'required' information is supplied to each operational unit of the institution", and,

(3) to "[r]educe the total cost of information processing."

The system described by Wager is attractive because the "...technology for developing such a system exists, many of the required resources to implement the system are available in most institutions..., and the process [can be] begun...using subsets of the institution..."

A synthesis of prior attempts to develop operational "total" data systems for institutions of higher education appears in a report written by Doughtly and Mild (1967). The authors indicate that the synthesis of previous data processing efforts was undertaken in order to prescribe an effective management information system specifically designed to meet the needs of college and university administrators. Necessary characteristics of an "effective management information system" cited were "...flexibility and responsiveness, combined with the capacity for growth and projective and diagnostic output."

The prescription objective was to "...define management information vital to the coordination of planning, development and effective resource allocation;" and, it emphasized the need for the exercise of constraint on "over ambitious and undersupported programs." It was their feeling that this could be accomplished in a broad base, general purpose information system which would "...centralize and strengthen the management" of institutions. Specifically, the procedure involved, according to the authors, "...the definition of the institution's data requirements, a synthesis of the operating system, the development of procedures for the acquisition and processing of data, the subsequent evaluation and extension of the data system (to provide for management level decision making), and a final testing and eval-

uation of the system which would permit other similar systems to benefit by the work done here."

Some fundamental features of the system reported were:

1. the database was treated as a set of files,
2. database maintenance was routinized,
3. information retrieval was scheduled in the context of competing institutional requirements,
4. introduction of new data required minimal modifications to the existing computer program,
5. users were systematically trained to use the system.

The authors stressed problems of data storage and information retrieval. Data storage was discussed in terms of random changes, corrections, and updates; the addition of historical information to individual records; the addition of individual records to existing files; and, the introduction of data not previously "...defined to the system." These functions must be attended "...according to a schedule set to accomodate the work flow of organizational units providing or verifying the data," according to the authors. Information retrieval was discussed in terms of "...outputting information based on user requirements and the content and organization of the database." Almost as a warning, the authors discussed specific deviations from their plan and reasons for the deviations. The reasons included "...confusion concerning information needs, unstable operating environments caused by equipment of borderline quality, ill-defined and

frequently changing information processing objectives, and undependable personnel..."

Finally, the scope of a central bibliographic database retrieval service at the University of Cincinnati Central Library was discussed by Roberts (1980) in a two part report. The first and only section of the report relevant here focuses on such phenomena as searcher training, records maintenance, search aids, expansion of database, searcher time, and user satisfaction. This focus was taken, according to the report, in order to render developers and providers more knowledgeable about the "value and diversity" of information retrieval services and the "myriad" of inconspicuous activities and concerns to which one must attend.

With respect to searcher training, Roberts (1980) recommends a great deal of formal instruction "...in the theory and use of online bibliographic database systems" over a short period of time that "goes beyond that which is required for the development of rudimentary searching skills..."

In his discussion of record maintenance, (or the record keeping function) he acknowledges "...inherent, time consuming, and frequently vexing 'behind the scenes' responsibilities." Such tedium may be reduced, according to him, by using a log book in which searchers make entries and provide records of "...search activity and basic accounting information."

He merely defines user search forms as material used during a search. However, he treats search aids at greater length, defining them as any help with searching necessary to the provision of high quality searching. This is balanced, however, with the condition that

search aids not supplant or obviate the need for formal training, which he refers to as fiscally but not pedagogically advantageous. He acknowledges that searcher time is difficult to measure and laments the fact that little or no effort has been made to collect data on user satisfaction.

III. METHOD

Several conclusions were reached, given the just concluded review. First, it was concluded that (a) the problem focused on in this practicum was not unique, (b) others had judged it important enough to address, (c) it was meaningful; and, (d) it was worth addressing. Second, it was concluded that (a) there existed a set of probable causes that others have addressed, and (b) many of those or similar probable causes were manifested in the practicum setting. Third, it was concluded that several solution-specifications reported by others could appropriately be tested in this practicum. These included construction of databases as files, reduction of data redundancy, orderly data storage by individual inquiries, historical data storage, scheduled and efficient maintenance of records, flexibility, integration of data and word processing, ease of use, ease of maintenance, location of information from a general description of the information needed, modest time investment required, provision for user training, user satisfaction; and, information retrieval as a function of institutional need.

These specifications suggested a solution strategy that consists of three components: (a) File Design, (b) File Utilization; and (3) Inquiry Management. These three components are discussed below.

In order to design an implementation plan that met specifications suggested by the literature and Program staff but was also grounded in reality, two committees were formed: (a) a Committee on Specifications Development and (b) a Committee on Specifications Review. The Committee on Specifications Development included the Pro-

gram's Executive Director, the Program's Admissions Records Supervisor, and the author. Since another University center had similar needs, its Executive Director and Admissions person were invited to sit on this Committee. The Committee on Specification Review included the author, his two Assistants, and clerical staff auxiliary to this effort. (The other center's admissions person was also invited to sit on this Committee.)

Development of the three solution strategy components was done in consultation with these Committees and it was envisioned that such consultation would involve several iterations for each activity.

The File Design Component consisted of seven activities. These included:

1.1 designing the prototype file,

1.2 revising the file,

1.3 carrying out a preliminary field test,

1.4 revising the file,

1.5 carrying out an interim field test,

1.6 revising the file,

1.7 carrying out an operational field test.

The File Utilization Component consisted of three activities. These included:

2.1 providing the author's assistants with an overview of the computer application software to be used,

2.2 training the author's assistants to use the designed file,

2.3 monitoring the performance of the author's assistants as they used the file.

The Inquiry Management Component also consisted of three activities:

3.1 developing an inquiry intake procedure,

3.2 developing an inquiry review procedure,

3.3 developing a procedure for rendering inquiries for input into the computer compatible with the categories in the file.

The solution-strategy could have been approached from a number of directions. The three components could have been implemented in sequence. Implementation of the components could have overlapped. There could also have been variable interaction among the various activities. However, in the interest of simplicity and the need to keep the persons on the two previously mentioned Committees focused on a broad solution, the components were developed and implemented in sequence with some overlap of activities.

It was anticipated that the File Design Component would take from ten (10) to twenty (20) business days to complete. However, it was envisioned that the work on the File Utilization Component would begin after the first file revision (Activity 1.2) was carried out.

It was further anticipated that the File Utilization Component would take between ten (10) and fifteen (15) business days to complete. Similarly, work on the Inquiry Management Component would begin after the author began to implement the monitoring (2.3) activity. The Inquiry Management Component was to take between five (5) and ten (10) business days to complete.

A question was to be answered at the completion of work on each component. The question to be answered at the end of Component 1 was "Does the file design meet specifications?" This question was to be answered by comparing Committee expectation for the file with performance. The expectation was that by the time that the operational field test was carried out the two states would be coterminous. The question to be answered at the end of Component 2 was "Are the author's assistants able to use the file with minimum supervision?" This question was to be answered by keeping a record of corrective actions taken by the author. The expectation was that the longer his assistants used the file, the fewer corrective actions that would be required. The question to be answered at the end of Component 3 was "Are inquiries about admission to the Program being recorded in such a manner that they are consistent with the categories in the designed file?" The expectation was that inquiry review would reduce instances in which this was not the case, over time.

Thus, Component 1 was to be monitored by keeping a record of the reactions of members of the Committee on Specifications Development to the revision of the prototype file. Component 2 was to be monitored by keeping a record of corrective actions required. And, Component 3 was to be monitored by keeping a record of the instances in which inquiries inconsistent with the categories in the design file were received by the author's assistant for input to the computer.

Provisions for mid-course correction were provided for in each component. In Component 1 there were three iterations. In Component 2, activities 2 and 3 were each built on a prior activity. If the

previous activity had not been attended, the subsequent activity could not be implemented. This was also the case with Component 3. One could not review a procedure (3.2) until a procedure had been developed. Similarly, inquiries could not be rendered compatible with the categories in the file unless an adequate review procedure was in place.

The solution strategy was carried out in an environment reminiscent of characteristics discussed in already cited documents (Keister (1978) and Wager (1977).) It was an environment in which space for inquiry storage was not sufficient or appropriate, retrieval of information about inquiries was clumsy and there was a lack of staff time, specifically assigned to giving attention to keeping records about inquiry processing. It was in this environment that the File Design Component was implemented.

The implementation of the File Design Component was hampered by already cited problems identified by Doughty and Mild (1967). There was, early in the process, great confusion about information needs, and the operating environment was unstable due to an antiquated computer and a printer of borderline quality. In his interactions with the Committee on Specifications Development, the author encountered poorly defined and frequently changing objectives. And, because any work done on this activity by staff was in addition to, and over and above regular duties, the author was often caused to depend on undependable personnel.

These impediments may be seen, to some extent in the following discussion of the implementation of the three components of the solution strategy which actually began on 6 September 1984. On that date

the author met with the Program's Executive Director to discuss the general dimensions of the problem and the possibility of a computer application solution. The Executive Director saw a need for the application to do two things. He wanted a history of each person inquiring about the Program maintained in an accessible and manipulable manner. He also wanted the computer application conceived such that a label for each inquirer could be printed out.

A Committee on Specifications Development was appointed and convened on the following day. That Committee included the Program's Executive Director, the Program's Admissions Records Supervisor, the author, the Executive Director of another University center, and the admissions person for that center. At that meeting, the author indicated that (1) a computer program known as the PFS: File would be an excellent vehicle for filing histories of persons inquiring about the Program, (2) the file could be sorted by variable, and (3) the program could be used to print out mailing labels. Several variables that should be included in the histories were suggested.

It was subsequent to the 7 September meeting that the File Design Component was begun. By 10 September the author had designed a prototype form (on paper) to be created using the PFS: File. The form included all variables suggested at the 7 September meeting, and was typed on graph paper. A memorandum was developed by the author in which the form was explained and input was requested. However, before sending the memorandum to members of the Committee on Specifications Development, the writer subjected it to review by Members of the Committee on Specifications Review. Members of this Committee reviewed the memorandum on two occasions. On 11 September 1984, the author's

two assistants and one clerical person auxiliary to this effort received the memorandum and made several suggested substantive changes. The author agreed to make all but two suggested changes, and indicated that additional advice from the Program's Admissions Records Supervisor would be sought. The author sought that advice during a meeting on 18 September. The Program's Admissions Records Supervisor disagreed with the two outstanding recommended changes but was unable to justify her disagreement. Subsequent to that meeting the author made all changes in the form recommended during the 11 September meeting. The revised memorandum was shared with members of the Committee on Specifications Review on 20 September and the author received all final comments from persons on that Committee that same day. The author effected a final revision of his memorandum on 24 September and it was distributed the following day. A copy of the 24 September memorandum appears in Appendix C.

The preliminary field test of the prototype file was carried out on 8 October during a meeting of the Committee on Specifications Development. During that meeting the prototype file was examined and several categories suggested during the 7 September meeting of that Committee were deleted because the information to be elicited was judged as excessive.

Several additional specifications for the computer application were introduced at that meeting. Labels that included preferred addresses (home or office) were to be printed out; and, these labels were to be printed out as the result of the computer operator taking one action. Further, the Committee found that more space for recording responses to inquiries was needed, the file did not provide for

accumulating information about mass mailings, response to inquiry categories did not provide for the specification of dates and nature of responses; and, the file did not provide for storing information about follow-up actions taken by prospective Cluster Coordinators.

Revision of the file was carried out during the period 8 October through 30 November 1984. With the exception of one concern raised by the Committee (accumulation of information about mass mailings) all of the Committee's concerns were attended. A memorandum in which the revision was discussed was forwarded to the Committee on Specifications Review on 30 November. A copy of the 30 November memorandum appears in Appendix D. Members of the Committee on Specifications Development indicated satisfaction with the prototype file as individuals. The Committee, having served its purpose, was disbanded. That action signaled the end of the preliminary field test revision.

Subsequent to forwarding the 30 November memorandum and at the beginning of the interim field test of the application, it was found that because of a quirk in the software, labels were not always printed as designed. If, for example, a "field" was left empty the program was to skip that field and go to the next field that included information. This did occur sometimes. However, more often than not, blank lines were also outputted. This greatly concerned the author because it meant that the "preferred address" label problem had not been solved. By 17 January 1985 the author had revised the file such that lines 5 through 9 of the 30 November 1984 memorandum were changed such that they constituted one category labeled "Address." It was thought that this tactic would permit the entry of an entire preferred address in one category. Titles and agencies would be a part of business ad-

dresses. Title and agency would also be inputted lower in the file in the event that a need to sort inquiries using those categories emerged.

On 17 January the author attempted to print out preferred address labels using the revised file. The labels were alphabetized but by first name. The following day a sample of thirty (30) records were changed such that last names were inputted first and first names last. The labels did run alphabetically. However, the labels did not look right with last names first and first names last. The problem was solved on 21 January by changing the inquirer category (line 4 on page 2 of the 30 November memorandum) to read "F" for first name and "L" for last names as in:

L: F:

Using this approach inquirers' names could be inputted to the computer as they would appear on labels. The labels could also be printed alphabetically by last name. The following day, all records already inputted were changed to this format. This design change process was completed by 23 January. Solving this label problem marked the end of the interim field test revision.

The Operational Field Test began on 23 January 1985 and the application was tested for a period of one full calendar month. Since no need for further revision of the file was found it was judged that the File Design Component had been brought to a successful conclusion.

Work on the File Utilization Component began on 16 January with a meeting of the Committee on Specifications Review. During that meeting the overall project was discussed in terms of purposes, goals and objectives and process. The status of the File Design Component was

reviewed; and, the purpose of that specific meeting (to discuss ways to begin using the file and to begin managing inquiries) was stated. The author reviewed the nature of the File Utilization Component and contrasted that Component with the Inquiry Management Component. A copy of a memorandum in which the 16 January meeting was summarized is dated 21 January and appears in Appendix E.

The following day, members of the Committee on Specifications Review began receiving instruction on the Utilization of the PFS: File. That day information was inputted to twenty records. The performance monitoring strategy discussed on page two (2) of the 21 January memorandum (point 9) was also instituted on that day.

The primary training tactic used involved directly training the author's two assistants (who in turn trained three (3) other clerical staff persons). On occasion, new functions were demonstrated to the whole group. But, the normative training procedure involved direct training of the two assistants. An additional feature of the tactic involved assigning major responsibility to members of the Committee on Specifications Review to monitor performance. One assistant was to keep a record of encountered performance problems that she could not solve. A sample of the records kept by her appears in Appendix F. A third feature of the tactic was rotation of responsibility. It was planned that the various responsibilities would be rotated every two weeks. Those responsibilities included (1) adding new records to the file, (2) making "back-up" diskettes, (3) splitting and merging files, (4) searching and updating existing records, (5) printing hard copy, and (6) deleting unnecessary records. Unfortunately, this objective was not fully realized during the practicum implementation period. By

30 January 1985 it was found that both of the author's assistants were able to use the file with minimum supervision. That finding marked the end of work on the File Utilization Component.

The Inquiry Management Component began with a memo written by the author on 18 January and addressed to staff. Through serendipity a memo dated 14 January (see Appendix G) addressing inquiries about the Program and written by the Program's Executive Director had been circulated. That memo was developed for two reasons. First, the Program's Admissions Records Supervisor, through reorganization, had been assigned space in another building. Second, the Executive Director had taken as his purpose the shifting of responsibility for handling inquiries from the Program's Admissions Records Supervisor to Program staff. The author's 18 January memorandum (please see Appendix H) while unrelated with respect to the purposes of the 14 January Executive Director's memorandum did "pick up" where the Executive Director's memorandum ended.

In that memorandum, the author stated an inquiry intake procedure. This procedure was anticipated by certain actions taken at the 16 January meeting (please see Appendix E). Those actions included (1) using the Executive Director's 14 January 1985 memorandum as a basis for a procedure for managing inquiries as they came into the office, (2) developing a contact sheet that all Program staff would use when talking with persons making inquiries about the Program, (3) setting up an "in and out basket" so that inputted and non-inputted inquiries could be kept separate, (4) setting up a data entry schedule, and (5) setting up a hard copy printing schedule. An inquiry review procedure and a procedure for rendering inquiries for input to the computer com-

patible with the categories in the file were also established during that meeting. These two procedures were summarized in the author's 18 January memorandum.

A meeting of the Committee on Specifications Review was convened on 6 February. The purpose of that meeting was to assess the Inquiry Management strategy in terms of the number and nature of data-input problems encountered. An 8 February 1985 memorandum in which that meeting is summarized appears in Appendix I. It will be seen from the 8 February memorandum that encountered inquiry management problems were minimal. This being the case, work on the Inquiry Management Component was judged as complete.

Subsequent to the completion of the Operational Field Test of the application a number of tasks peripheral but tangentially related to the practicum were carried out. Hard copies were printed for use of the Executive Director. Where possible, he was to match each inquiry with a prospective Coordinator. Initially a choice of two types of reports was provided. There was a type of report in which information about each inquirer was presented in a list. A sample of this type of printout is provided in Appendix J. A second type of report provided information in the form of a text. A sample of this type of report is provided in Appendix K. The Executive Director chose to use the type of report that appears in Appendix J. Information about each assigned inquirer was to be forwarded to prospective Coordinators on a monthly basis. The first mailing was to be accompanied by a letter written over the Executive Director's signature in which his expectations were to be stated.

Unfortunately, because of other more pressing matters, the Executive Director did not match inquirers and prospective Coordinators, did not write letters of expectations, and did not cause lists to be mailed to prospective Coordinators until 1 March 1985.

In order to conserve space on the master data disk which held about 450 records (at ninety percent capacity), a second data disk was created. Information about each inquirer assigned to a prospective Coordinator was transferred to the second data disk. Transferred information was deleted from the master data disk.

The remainder of the implementation period was used to "fine tune" the application and for training, communication, and process. It was found, for example, that in instances in which it was not possible to make back-up copies of data disks using the hardware available in the Center, one could resort to using the COPYA program. Solving this disk copying problem made it possible for the computer application to run smoothly. Minor modifications in training were necessary. Assigning Canadian inquirers to regions in Canada, for example, had to be given special attention. There was also a brief period during which data entry persons questioned the necessity of inputting certain information. Immediate attention was given to this kind of resistance.

As utilization of the application became routine, minor problems in communication became evident. This was the case in the author's judgment because the installation of the application required that persons on staff relate with each other differently. The author's decision to emphasize the training of his assistants with the expecta-

tion that they would train others, for example, set up a perceived hierarchy. In order to undo this perception, the rationale for selecting the training tactic had to be communicated and discussed.

As previously indicated, the practicum was carried out under untenable conditions. The computer proved to be as old as the printer and equally undependable. On numerous occasions data were lost and back-up copies of disks could not be made. It was often the case that the computer switch would be turned on but no power was evident. The author solved this problem (for purposes of the practicum) by making arrangements to print hard copy and, when necessary, effect data entry using the University's computer facilities. Several efforts were made by the University to fix the printer. However, the printer had to be taken to the technician (and not the reverse). The author waited three (3) weeks for someone from the Physical Plant Department to take the printer to the Computer Center (where the technician works). After the printer had been taken to the University's Computer Center, Center personnel called saying that it had not been known that the printer was so old and that the printer would have to be sent to a specialist in order to be fixed. The printer was returned to the Center and sat unattached to the computer until Friday 1 March 1985 when one of the author's assistants was authorized to take the hardware to a specialist for repair. The computer and printer were returned on 18 March; however, the printer could not be made to work correctly.

On that same day, 1 March 1985, the Program's Executive Director indicated his stake in the computer application and took steps to install or institutionalize the application. That morning he convened a meeting of the Directors of Instruction and Practicums. His assistant

was present to take notes. There were several items on his agenda and among them was "Cluster Development/Computer List." A copy of the agenda from that meeting appears in Appendix L. The discussion of that item initially centered on complaints that the author had directed the secretarial staff to input inquiry information to the file and that his directives were causing the clerks to fall behind in their work. The Executive Director's assistant indicated that the secretarial staff felt caught in a bind. They realized that the computer application was an important Program-wide activity; but, they also felt pressure to do their own work.

The author indicated that he was not aware of the problem and that he would be pleased to participate in any solution. However, the Executive Director was dependent on the computer application to sort and print out records of, and labels for inquiries in nine markets or areas: (1) Indiana, (2) Columbia (South Carolina), (3) Pittsburg (Pennsylvania), (4) Northern Florida, (5) Central Florida, (6) Southern Florida, (7) Georgia, (8) Texas, and (9) Maine (including New Hampshire and Vermont).

After some discussion it was agreed that the responsibility for scheduling and assigning the secretarial staff to such task as inputting inquirer information, searching and updating records, copying disks, merging and splitting files, deleting records and printing would be shifted to the Executive Director's assistant. This action marked the end of the computer application being perceived as a "special" activity and the beginning of the application being viewed as a "regular" Program activity. Subsequent to 1 March the Executive Director's assistant held meetings with the secretarial staff, and

prioritized needs. From time to time application related problems were brought to the author and he advised. However, this advice giving was no different from advice that the author would give on other matters.

Thus, beginning on 1 March, the computer application was routinized. By 8 March it was clear that staff was processing inquiries, inputting them to the computer and carrying out all PFS: File functions independent of the author.

Relatedly, on 4 March the Program's Executive Director forwarded his first computer application related memorandum to a person in the field responsible for Cluster development. A copy of that letter appears in Appendix M.

A further cause of concern was the difficulty encountered obtaining enrollment data from the Program's Admissions Records Supervisor. In order to construct a data base to be used for post practicum ad hoc analysis, enrollment data were requested for seven (7) points in time: 1 October 1984, 1 November 1984, 1 December 1984, 1 January 1985, 1 February 1985, 1 March 1985 and 1 April 1985. The responses received are provided in Appendix N. The Admissions Records Supervisor ignored the author's three 1984 requests. However, she did forward a typewritten but terse memo dated 21 January in which the 1 January enrollment was stipulated. On 11 February (received 13 February) she forwarded the 1 February enrollment figure. However, she would not forward enrollment data as of 1 March in the form requested (typed and signed). After several attempts to reach her by phone, the author's assistant typed a memorandum which only required the Admissions Records Supervisor to fill in a blank and sign it. The Admission Records

Supervisor executed the form on 18 March 1985. Program enrollment for the final month (March) of the Implementation Period was received on 2 April 1985 and appears in Appendix O.

IV. RESULTS

The previously stated operational objective indicated that the extent to which there was a discrepancy between actual and desired enrollment levels on 1 April 1985 would be determined by requesting the level of enrollment as of that date from the Program's Admissions Records Supervisor. In the event that it was found that the discrepancy had been reduced by at least 11.25 participants (or students) the intervention would be judged a success. Operationally, this would mean that on 1 April 1985 at least 592 students would be enrolled in the Program. The 1 April 1985 discrepancy was to have been determined by comparing desired and actual enrollments. From Appendix O it may be seen that on 1 April 1985, 601 students were actually enrolled in the Program. When desired and actual enrollments were compared (960 and 601, respectively) it was found that the discrepancy had been reduced to 37.3 per cent. Thus, on that date the discrepancy had been reduced by twenty students. The intervention was, therefore, judged a success.

In addition to attaining the stated operational objective, the fllowing positive side effects were evident:

1. the author's assistants acquired the ability to use the PFS:File with competence,
2. auxiliary staff also gained in their abilities to use the PFS:File, but to a lesser extent,
3. as the author's assistants gained in competence, they also gained in status and prestige in the office hierarchy,

4. actions were taken by the Program's Executive Director to have the condition of the Program's computer brought up to standard,
5. the Directors of the University's Information Retrieval Service and of a second University Center adopted the application; and,
6. the Program now has a rational inquiry intake procedure. Staff knows what they are expected to do and by and large they perform as expected.

In addition to the above stated positive side effects, the following negative side effects were observed:

1. the time it required staff to travel across the campus to the University's Computer Center in order to print hard copy was extensive. Obviously, the time spent enroute had to be taken from performing other duties; and,
2. the apparent belief on the part of some staff that the application was conceived, developed and implemented for the author's benefit was not extinguished. Even as the implementation period came to a close, some persons on staff were unable to see how the successful implementation of the application was in the best interest of all persons with a stake in this Program.

It is emphasized that the author does not claim that the successful implementation of the application was causal to the reduction in the discrepancy or the side effects - positive or negative. What is

claimed is that the pre-implementation discrepancy was greater than the post implementation discrepancy and that the side effects were, in fact, manifested.

V. RECOMMENDATIONS

If the discrepancy reduction strategy used in this practicum was successful, it was to be recommended to, and shared with other University centers that operate external programs. As already stated, the application was successful and has been adopted by the Directors of the University's Information Retrieval Service and of another University Center. The application is, therefore, appropriate to the needs of other University centers. However, persons seeking to effect adoption of the application should do so with caution.

Caution is indicated because the author's experience suggests that successful implementation of the application requires that several of the following contextual elements be in place:

1. a need for the application must be evidenced and shared by the adopting staff,
2. the adopting staff must have functioning hardware (computer and printer),
3. staff must be assigned to input information to the file on a regular basis,
4. prior to being assigned, staff must be trained to use the PFS:File; and,
5. prior to training, a form specific to the needs of the adopting center must be designed.

In addition to these required contextual elements, the adopting staff must understand that the following actions must be taken prior and subsequent to installing the application:

1. an inquiry intake form must be designed.
2. The inquiry intake form must be compatible with the categories in the file,
3. staff must understand that it is their role to receive inquiries and reduce them to writing using the form,
4. after inputting information to the file, printouts must be proofread, corrected, and mailed to prospective Coordinators; and,
5. an apparatus to determine whether or not prospective Coordinators have followed up on inquiries in the field must be put in place.

To summarize the above discussion, the author submits that the application is appropriate to the needs of other University centers (and to external degree programs not associated with this University). However, the author recommends that appropriate contextual elements be present in the adopting environment and that specific actions be taken prior and subsequent to installation.

Finally, it is pointed out that the author's experience suggests that the application may be implemented using a variety of staffing formats. The staffing format used in the practicum setting involved direct training of the author's assistants. His assistants, in turn, trained auxiliary staff. In the case of the Information Retrieval Service adaption of the application, the Retrieval Service's Director plans to insure that all Information Retrieval Service personnel are trained to use the application competently. By this model, each staff member will be able to input information to the file, print hard copy,

proofread printouts, and correct information having been previously inputted to the computer. A third staffing format was used by the other University center that adopted the application. In this case a work study student was hired to input information to the file. While the other center's total process is not clear to the author, it is known to him that the work study student is able to use the PFS:File with competence.

VI. REFERENCE LIST

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APPENDIX A

Enrollment Data Stipulated for three (3) Pre-Implementation Points in Time.

Nova University

45

MEMORANDUM

TO: Bonnie Matalon

DATE: 1/18/84

FROM: Linda Stone

SUBJECT: Enrollment Report

Center for School Leadership Development total active students 524

Doctor of Arts in Information Science total active students 39

cc: Dr. Gerald Sroufe
Dr. John Scigliano

3301 COLLEGE AVENUE, FORT LAUDERDALE, FLORIDA 33314 • (305) 475-7300

INFORMATION REQUESTED BY BONNIE MATALON

1983 Graduates attached.

Fall 1983-Winter 1983

Number of Applicants:	Accepted	Rejected	Trans/WD
EL	188	22	17
IS	41		
HE	108	3	

HEADCOUNT 4/16/84

Program	Female	Male	Total
EL	226	355	581
HE	112	143	255
AE	54	44	98
VTO	11	17	28
IS	29	10	39
Total			1001

,ova University
ADMISSIONS OFFICE
Room 219 Rosenthal Building
3301 College Avenue, Ft. Lauderdale, Florida 33314 • 305/475-7378

MEMORANDUM

TO: Bonnie Matalon

FROM: Linda Stone

DATE: September 18, 1984

SUBJECT: Racial Counts

The following are the counts you requested for each active cluster in both the programs offered by the Center for Higher Education and the National Ed.D. Program for Educational Leaders.

PROGRAM	BLACK MALES	BLACK FEMALES	WHITE MALES	WHITE FEMALES	ASIAN MALES	ASIAN FEMALES
Higher Education	06	13	86	78	01	05
Vocational Ed.	00	00	11	07	00	00
Adult Education	04	07	50	42	00	00
Educational Leaders	43	56	254	118	02	02
Totals	53	76	401	245	03	07

We have a total of nine Hispanic students. They are all Higher Education participants (five Hispanic males and four Hispanic females).

If you have any questions, please feel free to call.

NOTE: There are 113 Educational Leadership students who have not been issued a start date, but have paid $225.00. There are 137 students from the Center for Higher Education who have not been issued start dates, but have paid $25.00.

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APPENDIX B

DESCRIPTORS USED IN THE SEARCH OF THE LITERATURE

APPENDIX B

DESCRIPTORS USED IN THE SEARCH OF THE LITERATURE

1. Communications
2. Communication Problem
3. Data
4. Data Processing
5. Data Analysis

6. Data Collection
7. Information Processing
8. Management Information Systems
9. Computer Oriented Programs
10. Doctoral Programs

11. Doctoral Degrees
12. Graduate Study
13. Graduate Students
14. Higher Education
15. Admission (school)

16. Admission Criteria
17. Academic Selection
18. Student Selection
19. College Applicants
20. Information Services

21. Information Storage
22. Information Utilization
23. Man Machine Systems
24. Programming
25. Online Systems

26. Research Utilization
27. Record Keeping
28. Staff Utilization
29. Student Records
30. Codification

31. Administrative Organizations

APPENDIX C

24 SEPTEMBER 1984 MEMORANDUM

September 24, 1984

TO: Carol, Linda, Ross and Jerry

FROM: Jim

IN RE: Computer Application

As promised during our meeting on 7 September I am forwarding a designed form for review and comment.

```
CENTER:          PROGRAM:          SPECIALTY:
COORDINATOR:                       CODE:
NAME:
TITLE:
AGENCY:
P  ADDRESS:                                  APT:
CITY:                                        STATE:
ZIP  #:
B  ADDRESS:
CITY:                                        STATE:
ZIP  #:
O  PHONE  #:                                 EXT:
H  PHONE  #:                                 REGION:
STATUS:
MODE:                DESIRED START DATE:
SOURCE:                              VOICE:
DATE:                QUERY:

RESPONSE:
COMMENTS:

  ATTACHMENT:
```

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As you see, the form is divided into two "screens." The first screen contains quite a lot of information that will be taken only once. The second screen (Attachment) is the form on which we will record individual histories.

For your information, I have explained, each line on the form (the line numbers will not, of course, appear on the screen; but, are provided here for identifying purposes).

Line 1	Center	Either CHE or CSL should be entered.
Line 1	Program	The appropriate program should be entered.
Line 1	Specialty	The appropriate (4 digit) specialty number should be entered.
Line 2	Coordinator	Enter name of Coordinator if identifiable.
Line 2	Code	The appropriate Cluster number should be entered.
Line 3	Name	Stands for the name of the potential participant. The name should be entered as it would appear on an address label.
Line 4	Title	The person's title should be requested and entered, again as it would appear on a label.
Line 5	Agency	The person's place of employment is entered here as it would appear on a label.
Lines 6, 7, & 8	P Address etc	The person's preferred mailing address is entered here as it would appear on a label.
Lines 9, 10, & 11	B Address etc	An optional (back-up) address should be requested and entered here as it would appear on a label.
Lines 12 & 13	Phone #'s	Office and home phone numbers should be requested and entered here.
Line 14	Status	Here one enters "interested," "accepted," "admitted," "hold" (any others?)

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Line 14	Region	The geographical region in which the person resides should be entered here.
Line 15	Mode	Telephone, walk-in, mail or Coordinator should be entered here.
Line 15	DSD	Enter the desired starting date here if known.
Line 16	Source	How learned of Program? Here one enters things like newspapers, ads, newsletters, friends, etc.
Line 16	Which	Refers to source. Here one enters the name of the paper in which the ad appeared, the name of the newsletter, the name of the friend, etc.
Line 17	Date	Enter the date of the first contact with the person.
Lines 17 & 18	Query	Describe the nature of the first contact (what did they want?)
Line 19	Response	Enter information about our response to the inquiry (what was sent).
Line 20	Comments	Enter any comments (special or otherwise) that may be relevant.

I would like you to review the form and communicate suggested changes. We do not have to be formal about it. If you see a need for changes just come in and we will discuss it. I should point out that lines 3 through 8 (or 3 through 5 and 9, 10 and 11) are set up to be printed on labels. Some adjustment in breadth may be required. Additional steps will require setting this up on the computer and designing a paper form so that information may be recorded prior to being entered into the computer. For previously stated reasons, I would like to limit the file to one page (20 lines). However we can have a file as long as 32 pages.

JAJ/E/es

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APPENDIX D

30 NOVEMBER 1984 MEMORANDUM

In this appendix revisions of the file carried out 8 October through 30 November 1984 are presented.

```
 1CENTER:          PROGRAM:        SPECIALITY:
 2COORDINATOR:
 3F/V?:                          DATE:
 4INQUIRER:
 5TITLE:
 6AGENCY:
 7ADDRESS:                             APT:
 8CITY:                                STATE:
 9ZIP  CODE:
10PHONE  (O):                          EXT:
11PHONE  (H):
12TITLE:
13AGENCY:
14STATUS:                              REGION:
15SOURCE:                       WHICH:
16MODE:                         DATE:
17INQUIRY:
18RESPONSE:
19
20                              DATE:


 1ATTACHMENT:
 2MODE:                         DATE:
 3INQUIRY:
 4RESPONSE:
 5
 6                              DATE:
 7MODE:                         DATE:
 SINQUIRY:
 9RESPONSE:
10
11                              DATE:
12MODE:                         DATE:
13INQUIRY:
14RESPONSE:
15
16                              DATE:
17MODE:                         DATE:
18INQUIRY:
19RESPONSE:
20                              DATE:
```

An explanation of the form follows:

Line 1	Center	Enter either CHE or CSL.
Line 1	Program	Enter the appropriate three (3) letter program code.
Line 1	Specialty	Enter the appropriate four (4) digit specialty code.

Line 2	Coordinator	Enter the name of the coordinator (if identified).
Line 3	F/U?	Enter yes or no re coordinator.
Line 3	Date	Enter date of coordinator follow-up.
Line 4	Inquirer	Enter inquirer's name (as it would appear on an address label).
Line 5	Title	Enter inquirer's title (as it would appear on an address label).
Line 6	Agency	Enter inquirer's place of employment.
Line 7	Address	Enter inquirer's preferred mailing address.
Line 7	Apt.	Enter inquirer's apartment number (if the preferred mailing address is a home address).
Line 8	City	Enter city.
Line 8	State	Enter state.
Line 9	Zip Code	Enter zip code.
Lines 10 and 11	Phone #s	Enter office (plus extension number) and home phone numbers.
Lines 12 and 13	Title and Agency	Enter this information even if already entered at lines 5 and 6.
Line 14	Status	Enter "interested," "waiting" or "started."
Line 14	Region	Enter the initials of the geographic region in which the inquirer resides.
Line 15	Source	Enter inquirer's type of source of information about the Program: newspapers, ads, newsletter, friend, etc.

Line 15	Which	Enter the specific source of inquirer's information about the Program.
Line 16	Mode	Enter mode of contact used by inquirer: mail, telephone, phone, walk-in, etc.
Line 16	Date	Enter date of first contact.
Line 17	Inquiry	Enter nature of inquiry.
Line 18, 19 and 20	Response	Enter nature of response to inquiry.
Line 20	Date	Enter date of response.
Line 20	Coordinator F/U?	Enter yes or no.
Line 20	Date	Enter date of follow-up.

JAJ/es

APPENDIX E

21 JANUARY 1985 MEMORANDUM

Nova University
NATIONAL Ed.D. PROGRAM FOR EDUCATIONAL LEADERS
3301 College Avenue, Fort Lauderdale, Florida 33314 • 305/475-7376

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A. Johnson, Jr.
Director of Instruction

January 21, 1985

TO: Carol, Elaine, Ellen, and Fern

FROM: Jim

RE: Computer Application Meeting of Wednesday, 16 January

First, let me thank you all for the good ideas you brought to our meeting. Our efforts to better manage inquiries about the program using a computer application have been enhanced because of your valuable contributions.

We began our meeting with the knowledge that agreement among several parties had been reached on appropriate categories and format for the ~~computer file, and~~ that a file had been designed and field tested several times. Thus, the file design phase is almost over. The file works, but as we use it, we may find minor modifications that must be made.

We now must turn our attention to what I call the file utilization and inquiry management phases. The purpose of our meeting, then, was to discuss ways to begin using the file and to begin managing inquiries.

As I indicated, file utilization involves providing you with an overview of the computer application, training you to use the designed file, and monitoring you as you learn to use the file. On the other hand, inquiry management involves figuring out an inquiry intake procedure, how to determine whether or not the procedure is working, and making certain that the information that we get from people who inquire about the program is compatible with the computer file.

Your ideas were helpful in thinking through how we were going to do a number of these things. Here I wish to summarize our meeting:

1. I did walk you through the categories in the file and explained each category. I also explained why were were using certain stock responses.

2. I later demonstrated use of the file on the computer. Each of you were given the opportunity to practice using the file on the computer.

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3. You suggested that we modify the file by deleting APT. (Apartment) on line 7 so additional room would be available for "street" (address). We made that modification.

4. We stated that we would use Jerry's 14 January memo as a basis for a procedure for managing inquiries as they come into the office.

5. Fern agreed to develop a contact sheet that all program staff will use when talking with persons making inquiries about the program by phone or, in the case of walk-ins, in person.

6. I agreed to write a memo to staff outlining the intake procedure (again, using Jerry's memo as a basic for the procedure) and requesting their cooperation (using Fern's contact sheet).

7. Fern will put together an "in and out basket" situation. All filled out contact sheets should be placed in the "in" basket. ~~Fern will review each~~ filled out form for completeness, and place complete forms in the "out" basket.

8. On each work day, except Wednesday, someone (Effie: Monday, Elaine: Tuesday, Ellen: Thursday, and Johnnie: Friday) will take the sheets from Fern's "out" basket and input the data to the computer file.

9. Problems with data entry should be referred to Elaine. Elaine will keep a record of the kinds of problems that we are having with data entry. Where possible, she will also solve the problem. Unable to do so, she will refer the problem to me.

10. Fern will refer persistent problems with incomplete contact sheets to me. I will discuss the problem with the staff members.

11. Each Friday Johnnie will print out two copies of an alphabetical list of all names in the file so that Fern may check for duplicates during the following week, and so that Jerry may associate coordinators names with names of persons making inquiries, where possible.

12. Once a month (15th) a full list of forms for each coordinator in the file will be printed out and mailed.

Again, I thank you for your assistance in getting this activity off the ground and your enthusiasm as you go about learning how to input data to this file.

JAJ/es

cc: Dr. David Flight
Dori Lunsford

APPENDIX F

Sample records of encountered performance problems that could not be solved by the Author's Assistant.

NOVA UNIVERSITY COLLEGE AVENUE FORT LAUDERDALE, FLORIDA 33314 • 305/527-6000
NATIONAL ED.D. PROGRAM FOR EDUCATIONAL LEADERS

ELAINE LIVINGSTON
ASSISTANT TO
JAMES A. JOHNSON, JR.

If position is listed, but listed with a home address should we still list thusly:

Jane Doe
Principal
3333 Fort Myers Road
Fort Myers, FL 33300

but-at-the-bottom-(where-ageney-is-listed---

Form 45 Kirsch - could not find Winter Springs, Florida anywhere (zip code book, telephone director - not even a zip code, area code

What should we do?

On form 50 /13 appears in part of the design (at address).

When name of school is longer than one line, should we abbreviate (example, form 50).

I have found in some of the forms that there is typing in weird places, I have deleted, where I felt no harm would be done, but in some cases have left as are.

NOVA UNIVERSITY COLLEGE AVENUE, FORT LAUDERDALE, FLORIDA 33314 • 305/587-6660
NATIONAL ED.D. PROGRAM FOR EDUCATIONAL LEADERS

ELAINE LIVINGSTON
ASSISTANT TO
JAMES A. JOHNSON, JR.

FORM 81

Joe Saban's address is listed under the "Florida" list as Crystal Lake, Florida (zip code 60014) 600 is an Illinois zip code. Saban's area code was listed as 815. We could not find any such place as Crystal Lake, Florida or Illinois.

Please advise.

NOVA UNIVERSITY COLLEGE AVENUE, FORT LAUDERDALE, FLORIDA 33314 • 305/587-6580
NATIONAL ED.D. PROGRAM FOR EDUCATIONAL LEADERS

ELAINE LIVINGSTON
ASSISTANT TO
JAMES A. JOHNSON, JR.

If an address is listed as:

Jane Doe
Principal
Fort Myers School
North Bayshore
333333 SW 10th Street
Fort Myers Beach, Florida
33900

how would one go about inputting into the computer (too much, not enough space).

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NATIONAL ED.D. PROGRAM FOR EDUCATIONAL LEADERS

ELAINE LIVINGSTON
ASSISTANT TO
JAMES A. JOHNSON, JR.

JOHNNIE, Friday, 24 January 1985

On Form #105 (Martia D. Kirsch) no area code, or zipe code was given. Unable to find Winter Springs, Florida in book.

I checked the zip code book, but was unable to find any listing for Winter Springs, Florida.

I thought it might be Winter Park, Florida, but there was no such street as

Please advise.

We left zip code, and area code blank.

NOVA UNIVERSITY COLLEGE AVENUE FORT LAUDERDALE FLORIDA 33314 • 305/587-6660
NATIONAL ED.D. PROGRAM FOR EDUCATIONAL LEADERS

ELAINE LIVINGSTON
ASSISTANT TO
JAMES A. JOHNSON, JR.

JOHNNIE, Friday, 24 January 1985

Should we add commas after the city.

I checked the PFS guide. The Guide did not show commas after state; however, we said that we would put them in for the meantime and check with JAJ on Monday, 27 January.

While we were speaking about the comma in the city/state, ELLEN interjected with:

Dr. Johnson has said that the date should be: Year (which we already knew), Month as 01, etc. and date with 01, etc. also.

We have to make certain that when one person is given information regarding PFS that will concern the information we are currently inputting, all should be informed, because if not, it takes up time when one has to go back and redo because one was not told.

JOHNNIE: If there is no date beside individual's name, should he be left off the list.

Answer: No, put him on, you will just leave the response part blank

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NATIONAL ED.D. PROGRAM FOR EDUCATIONAL LEADERS

ELAINE LIVINGSTON
ASSISTANT TO
JAMES A. JOHNSON, JR.

Wednesday, 30 January 1985

Effie is concerned about putting "all this information in, and having to redo it again, because, there is no way that all the information inputted can be sorted." She is afraid we will have to do this all over again.

Effie said that you should have a line for each item (i.e., address, city, state, zip code - this way, one would be able to sort by zip code, state, etc.

My question:

If ~~you want items sorted, say by state,~~ (say for a bulk mailing) how would you sort?

Please explain.

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APPENDIX G

14 JANUARY 1985 MEMORANDUM

Nova University
NATIONAL Ed.D. PROGRAM FOR EDUCATIONAL LEADERS
3301 College Avenue, Fort Lauderdale, Florida 33314 • 305/475-7365

Gerald E. Sroufe
Director

January 14, 1985

TO: Fern Bailey, Staff

FROM: Jerry

RE: Inquiry Calls About the Program

Linda Stone has requested a plan for referring calls from perspective participants to our office, now that the registrar's office has moved to the spacious and elegant quarters in the Parker Building.

The plan we have had in mind was as follows:

(1) Fern will answer the routine questions she can answer.

(2) I will take calls that Fern refers to me, if I am available.

(3) If I am not available, Fern will look for David, Jim, Ron or Kathleen (Gloria can be excused for the time being) and give the call to whoever is staring out the window or standing by the coffee pot.

(4) If the transferred call is accepted by clerical staff other than Fern, they will do the same (i.e., first try me, second, one of the above).

As always, it is desirable to politely secure a name, telephone number, and address before transferring the call.

Our objective in shifting these calls to our office is to have each non-routine question answered by a member of the professional staff of the program. My suggestion is that we each make notes of the questions received and eventually develop some good, shared responses.

GES/fb

cc: Ms. Linda Stone

APPENDIX H

18 JANUARY 1985 MEMORANDUM

Nova University
NATIONAL Ed.D. PROGRAM FOR EDUCATIONAL LEADERS
3301 College Avenue, Fort Lauderdale, Florida 33314 • 305/475-7376

e A. Johnson, Jr.
r of Instruction

January 18, 1985

TO: Staff

FROM: Jim

SUBJECT: Management of Inquiry Calls About the Program

This memo is unrelated to Jerry's 14 January memo but picks up where Jerry's memo ends. Consistent with his memo, routine inquiry calls will be referred or come directly to Fern (or other clerical staff if accepted). Jerry will take calls referred to him that require his attention. Jerry, not being available, other professional staff will stand in.

In order to manage inquiries more effectively, a computer application has been developed and clerical staff is practicing data entry tasks. When we become proficient, a number of data manipulation options (such as printing labels) will become available to us.

In order to facilitate cluster entry, Fern has developed a contact sheet (see attached). Use of the sheet will help us acquire uniform data on all persons who inquire about the program. A supply of contact sheets may be picked up from Fern.

There are fifteen (15) categories on the contact sheet. Please treat them as follows:

Coordinators: leave blank unless the name of the prospect's coordinator is known.

Inquirer: print the name of the person as it would appear on a label.

Title: print the person's position title as it would appear on a mailing label.

Preferred Mailing Address:
The person may wish mail to go to his or her home or office. Make the inquiry and take down either his or her home or office address as it would appear on a mailing label.

PHONE: request both a home and office phone number. Please place a star after the preferred number.

AGENCY: indicate the literal name of where the person works as it would appear on a mailing label.

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Status:	circle one. Invariably a first caller will be interested.
Region:	if in doubt, consult list on Fern's desk.
Source:	circle one.
Which:	name the source if possible.
Date:	always in this order: year/month/day as in 85/01/17
Inquiry:	take down the substance of the inquiry with parsimony.
Response:	Fern will handle.
Date:	Fern will handle (remember year/month/day)
STAFF PERSON:	please print your name

I appreciate your cooperation as we attempt to make this computer application work.

WJ/fb

INQUIRY INFORMATION

COORDINATOR: _____

INQUIRER: _____

TITLE: _____

PREFERRED MAILING ADDRESS: _____
(street address)

_____
(city)

_____
(state & zip)

(Star Preferred Phone*)
PHONE (office): _____

PHONE (home): _____

AGENCY: _____

STATUS: (circle one) Interested Waiting Starting (other)_____

REGION: (circle one) Far West Midwest Southwest Southeast Northeast

SOURCE (how they heard about program): (circle one)

Newspaper ad Newsletter Friend (other)_____

WHICH (name): _____

MODE: (circle one) Walk-in Mail Phone

DATE OF INQUIRY: _____
(year) (month) (day)

INQUIRY:

RESPONSE:

APPENDIX I

8 FEBRUARY 1985 MEMORANDUM

NOVA UNIVERSITY 3301 COLLEGE AVENUE, FORT LAUDERDALE, FLORIDA 33314 • 305/475-7376
NATIONAL Ed.D. PROGRAM FOR EDUCATIONAL LEADERS

JAMES A. JOHNSON, JR.
Director of Instruction

M E M O R A N D U M

8 February 1985

TO: CAROLE, EFFIE, ELAINE, ELLEN, JOHNNIE AND LINDA

FROM: JAMES A. JOHNSON, JR.

IN RE: OUR MEETING OF 6 FEBRUARY

I appreciate your meeting with me to discuss problems and successes with our Apple Computer Project. It is unfortunate that Fern could not have been with us. However, I did talk to her after our meeting and will incorporate outcomes of our conversation in this memo.

We first discussed the fact that we have a new data entry schedule which results from the fact that we now have access to the Computer on Mondays, Wednesdays and Fridays. The new schedule follows:

	M	W	F
Effie	Input	Input	
Elaine	Input	Corrections	
Ellen		Input	Input
Johnnie		Input	Printout

I asked that you each spend one and one-half hour on your day at the Apple (at least until we catch up). I have asked Elaine to come to you to find out the specific time on your days that you will be inputting data. I do so in order that the other side may plan to use the computer.

I then provided an opportunity for us to review the "history" report (that Jerry will be using to assign Coordinators and Fern will be using to indicate corrections and duplications); the "text" report that we will be sending out to Coordinators and the "labels." At the end of our meeting we had time to demonstrate how to print the reports.

We then discussed some problems and solutions. A first problem had to do with records with incorrect or insufficient information. We decided that in such cases, we would make every effort to contact the individual for more information. We further decided that in the event that additional information was received, we would ammend the record. We also indicated that we would look up zip codes as indicated.

A second problem had to do with blank records in the file. This condition was created during start up and should not be a problem in the future. We decided that there were two ways to handle the existing problem: 1) using Search/Update we could treat the blank record as though we were updating it but really inputting new record information or 2) delete the blank record (however, an exotic marker would have to be placed in the record (in order to identify it) in order to delete it.

Two additional problems had to do with format: 1) yes, we must place a comma (,) after the city and the date should be entered as /year/month/date.

The question arose as to what to do when insufficient information was provided. The answer was, of course to leave the categories blank.

Further questions were raised about record #105 and #50. I checked both records and did not find Martia Kirsch (but Janet Edwards) at 105 and found that at record #50, someone had typed over the category. Please make certain that we only input information <u>after</u> the colon: (:).

A final problem was what to do if the agency name was longer than one line (40 columns). We agreed to abbreviate. Elaine will develop a list of common abbreviations so that we may have uniformity.

I thank you for your cooperation in furthering this activity.

JAJ:E
Attachment

cc: Fern

Dr. Flight

MONDAYS

EFFIE	9:00 a.m. - 10:30 a.m.
ELAINE	10:30 a.m. - 12:00 p.m.

TUESDAYS

CENTER FOR HIGHER EDUCATION

WEDNESDAYS

EFFIE	8:30 a.m. - 10:00 a.m.	
ELAINE	11:30 p.m. - 1:00 p.m.	(Corrections)
ELLEN	2:00 p.m. - 3:30 p.m.	
JOHNNIE	10:00 a.m. - 11:30 a.m.	

THURSDAYS

CENTER FOR HIGHER EDUCATION

FRIDAYS

ELLEN	8:30 a.m. - 10:00 a.m.	
JOHNNIE	3:00 p.m. - 4:30 p.m.	(Printouts)

E/

APPENDIX J

LIST-TYPE PRINTOUT

COORDINATOR: MARILYN BROWN
FOLLOW-UP?:
DATE:
F: EDWARD B. L: ANDREWS
ADDRESS: 1622 PARK AVENUE
RICHMOND, VA
23220
PHONE (O):
EXT.:
PHONE (H):
TITLE:
AGENCY:
STATUS:
REGION: SE
SOURCE:
WHICH:
MODE:
DATE:
INQUIRY:
RESPONSE: MATERIALS SENT (SPECIFIC MATER
IALS UNKNOWN)
DATE: 84/10/22

COORDINATOR: M. BROWN
FOLLOW-UP?:
DATE:
F: GLYMPH A. L: BENAY
ADDRESS: 630 POTOMAC AVENUE
SILVER SPRINGS, MD
20910
PHONE (O): 202/767-7080
EXT.:
PHONE (H): 301/588-8265
TITLE: ASSISTANT PRINCIPAL
AGENCY:
STATUS: ACCEPTED
REGION: SE
SOURCE:
WHICH:
MODE:
DATE: 84/07/16
INQUIRY:
RESPONSE:
DATE: 85/02/01

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APPENDIX K

TEXT-TYPE PRINTOUT

COORDINATOR: MARILYN BROWN FOLLOW-UP?: DATE: F: EDWARD B. L: ANDREWS ADDR
ESS: 1622 PARK AVENUE
RICHMOND, VA
23220 PHONE (O): EXT.: PHONE (H): TITLE: AGENCY: STATUS: REGION: SE
SOURCE: WHICH: MODE: DATE: INQUIRY: RESPONSE: MATERIALS SENT (SPECI
FIC MATER
IALS UNKNOWN) DATE: 84/10/22

COORDINATOR: M. BROWN FOLLOW-UP?: DATE: F: GLYMPH A. L: BENAY ADDRESS: 63
0 POTOMAC AVENUE
SILVER SPRINGS, MD
20910 PHONE (O): 202/767-7080 EXT.: PHONE (H): 301/588-8265 TITLE: ASSISTAN
T PRINCIPAL AGENCY: STATUS: ACCEPTED REGION: SE SOURCE: WHICH: MODE:
DATE: 84/07/16 INQUIRY: RESPONSE: DATE: 85/02/01

COORDINATOR: MARILYN BROWN FOLLOW-UP?: DATE: F: DELORES L: BURNETT ADDRES
S: 3736 18TH STREET, NE
WASHINGTON, D.C.
20018 PHONE (O): EXT.: PHONE (H): TITLE: AGENCY: STATUS: INTERESTED
REGION: SE SOURCE: WHICH: MODE: DATE: INQUIRY: RESPONSE: MATERIALS S
ENT (SPECIFIC MATER
IALS UNKNOWN) DATE: 84/11/20

COORDINATOR: M. BROWN FOLLOW-UP?: DATE: F: JAY M. L: CASTANO ADDRESS: 125
0 FOURTH STREET, SW #W-207
WASHINGTON, D.C
20024 PHONE (O): 202/282-8141 EXT.: PHONE (H): 202/484-3336 TITLE: ASSISTAN
T PRINCIPAL AGENCY: ADULT EDUCATION CENTER STATUS: ACCEPTED REGION: SE SOUR
CE: WHICH: MODE: DATE: 84/07/16 INQUIRY: RESPONSE: DATE: 85/02/01

COORDINATOR: MARILYN BROWN FOLLOW-UP?: DATE: F: HERMAN L: CLARK, JR. ADDR
ESS: 5704 HENDRIX DRIVE
VIRGINIA BEACH, VA
23464 PHONE (O): EXT.: PHONE (H): TITLE: AGENCY: STATUS: INTERESTED
REGION: SE SOURCE: WHICH: MODE: DATE: INQUIRY: RESPONSE: MATERIALS S
ENT (SPECIFIC MATER
IALS UNKNOWN) DATE: 84/11/05

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APPENDIX L

AGENDA FOR 1 MARCH 1985 MEETING

Nova University
NATIONAL ED.D. PROGRAM FOR EDUCATIONAL LEADERS
3301 College Avenue, Fort Lauderdale, Florida 33314 • 305/475-7365

A G E N D A

1 March 1985

1. Lee Johnson - S.I. Involvement
2. SACS Materials
3. Maryland Hearing
4. Bulletin
5. Cluster Development/Computer List
6. Closing of Los Angeles Cluster
7. Finance Study Guide

APPENDIX M

EXECUTIVE DIRECTOR'S MEMO TO FIELD

Nova University
NATIONAL Ed.D. PROGRAM FOR EDUCATIONAL LEADERS
3301 College Avenue, Fort Lauderdale, Florida 33314 • 305/475-7365

Gerald E. Sroufe
Director

March 4, 1985

Dr. Dwain Estes
213 Guittard Avenue
Waco, Texas 76706

Dear Dwain:

With Jim's help, we are finally getting our prospective students on the computer. It is our hope to send you a list such as the enclosed periodically and to indicate for you which persons have applied and which are interested.

In this system, your task will be to contact these individuals by phone or note and determine their "status" (interested, ready to join, not interested). We will also need to know their "title" (principal, teacher) and, where appropriate, their telephone. With this information we will update our file or delete the individual. It is our hope to send interested persons information on a regular basis.

Thank you for your help.

Best wishes,

Gerald E. Sroufe

GES/fb

Enclosure

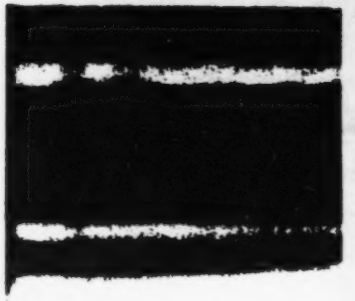
cc: Dr. James Johnson ✓

APPENDIX N

ENROLLMENT DATA (IMPLEMENTATION PERIOD)

Nova University

89



MEMORANDUM

TO: Dr. James Johnson

DATE: 1/21/85

FROM: Linda Stone

SUBJECT: Headcount for Ed. Leaders

As of 1/1/85 the total enrollment for Educational Leaders was 549.

3301 COLLEGE AVENUE, FORT LAUDERDALE, FLORIDA 33314 • (305) 475-7300

97

96

FOR Dr. Johnson FEB 13 1985

2-11-85

90

592 as of 2-1-85-

Nova University
ADMISSIONS OFFICE
Room 219 Rosenthal Building
3301 College Avenue, Ft. Lauderdale, Florida 33314 • 305/475-7378

As of March 1, 1985 there were 605 active participants in the National Ed.D. Program for Educational Leaders.

LINDA STONE
ADMISSIONS/RECORDS SUPERVISOR

3/18/85
DATE

APPENDIX O

PROGRAM ENROLLMENT ON 1 APRIL 1985C

Nova University
ADMISSIONS OFFICE
Room 219 Rosenthal Building
3301 College Avenue, Ft. Lauderdale, Florida 33314 • 305/475-7378

APR 02 1985

93

MEMORADUM

Date: April 1, 1985

TO: Dr. James Johnson

FROM: Linda Stone

RE: Headcount

Please be advised the number of active students in the National Ed.D. Program for Educational Leaders as of 4/1/85 is 601.